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AUTHOR Cecil, Jean Houchins; Comas, Robert E.
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ABSTRACT

A project dealing with strategies to preserve school counselor preparation programs, evolving from the work of the Southern Association for Counselor Education and Supervision (SACES) Round Table of Department Heads, is described. Factors involved in what SACES believes may be the demise of school counseling, at least as it is known presently, are declining enrollments along with little student interest in counseling in school settings, lack of administrative support for school counselors, mounting bureaucracy in state departments of education and institutions of higher education, and a siphoning off of faculty into nonschool counseling involvement. A meeting and a workshop of the SACES group are described. From the work of participants at the meeting and workshop these lists were derived and are presented: (1) trends that pose a threat to school counselor preparation programs; (2) summary of action proposals; (3) major concerns by state; (4) strategy building activities; (5) identification of problems, concerns, and needs; (6) needs priorities; (7) priority categories; and (8) suggested solutions. Results of the ranking of five action strategies by workshop participants and American School Counselor Association officers are presented in which curriculum revision was ranked highest. (ABL)

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DEVELOPMENT OF STRATEGIES FOR THE PRESERVATION OF SCHOOL COUNSELOR PREPARATION PROGRAMS: A MONOGRAPH

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JEAN HOUCHINS CECIL

ROBERT E. COMAS

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The series of activities described in this monograph were supported by an AACD Foundation Grant awarded to SACES. Publication and distribution of the monograph were supported by the AACD Foundation Grant and by the ASCA Research Committee.

SACES Round Table of Department Chairs
Fannie R. Cooley, Tuskegee University
Robert E. Davis, Memphis State University
Mark E. Meadows, Auburn University
Jim Morrow, Western Carolina University
Robert Pate, University of Virginia
Richard (Pete) Smith, Georgia State University
Jean H. Cecil, Chair, The University of Alabama

ASCA Research Committee
Jean Cecil, Southern Region
Norma K. Deery, Southern Region
Sammy Lee, Western Region
James Wigtil, Midwest Region
Robert E. Comas, Chair

June 17, 1987

Preface

The activities described in this monograph represent the accumulation of almost 2 years of efforts directed toward increasing the awareness of counselor education professionals of the crisis which is imminent in school counseling. Especially crucial is the vulnerability of school counselor preparation programs. Declining enrollments along with little student interest in counseling in school settings, lack of administrative support for school counselors, mounting bureaucracy in state departments of education and institutions of higher education, and a siphoning off of faculty into nonschool counseling involvement are but a few of the many factors involved.

This project, which has dealt with strategies to preserve school counselor preparation programs, evolved from the work of the Southern Association for Counselor Education and Supervision (SACES) Round Table of Department Heads. Financial support was obtained through an American Association for Counseling and Development (AACD) Foundation Grant and from the Research Committee of the American School Counselor Association (ASCA). A dedicated and deeply concerned group of professionals has worked together, and continues to work, to influence the profession-at-large to act swiftly to intervene in what the group believes may be the demise of school counseling, at least as it is known presently.

Our hope is that through reading this account of what we have said and done, that you, the reader, will be moved to join with us in urging ACES, ASCA, and AACD to focus efforts on building strategies for the preservation of the school counseling profession.

J.H.C.
R.E.C.

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Strategies for the Preservation of School Counselor Preparation Programs

The Round Table of Department Heads was formed as an interest network in the Southern Association for Counselor Education and Supervision (SACES) by President Michele Thomas. Jean Cecil was appointed Round Table Chairperson, and the network began functioning in the fall of 1985. The mission was broad: to provide a format wherein department heads in SACES could discuss common professional concerns. Letters were mailed to all department heads in the region informing them of the organization of the Round Table, inviting their participation in an open forum to be held in conjunction with the 1985 SACES Convention in Atlanta, and soliciting agenda items for discussion and possible action during that meeting.

The Atlanta Meeting

Response to the formation of the interest network was highly positive. A total of 42 agenda items (Appendix A) was suggested for discussion at the Atlanta meeting. There existed considerable variation among topics. Whereas some entries dealt with school counseling concerns, that topic was not stressed over others in participants' written responses.

The open forum was conducted by a panel of Round Table members: Robert Davis, Robert Pate, Richard Smith, Mark Meadows, and Jean Cecil. Robert Comas served as recorder. Participants were provided the list of suggested agenda items. Early discussion centered on concerns regarding preparation program accreditation, but, because most dealt with factual information, participants rather quickly moved away from that topic.

Discussion then focused on problems associated with maintenance of viable school counselor preparation programs. Swiftly ascribed crisis status, this topic consumed all remaining time. Grave concerns were expressed about the future of school counseling. Problem areas cited included the following.

1. Institutions are closing down school counselor preparation programs because of inadequate enrollments.

2. States are mandating counselors, especially at the elementary school level, and insufficient numbers of professionally prepared counselors are available to fill these positions.

3. Strong support needs to be mounted for substituting a supervised counselor internship in a school setting for the requirement for teaching experience still imposed in some states.

4. The number of counselor educators with strong interest in school counseling is diminishing. Most recent doctoral graduates have concentrated on counseling in nonschool settings.

5. If school counseling is to survive, the role of the school counselor must be made more attractive and more autonomous, and stronger support for counselors in school systems must be provided.

6. Management and program development skills must be improved at both the preparation and practitioner levels.

There was displayed an obvious sense of urgency in this meeting. Participants identified with the problem area, discussed openly their own program concerns, and expressed the need to initiate action plans. To this end, nine activities were suggested: (a) the formation of a "think tank" of SACES departmental chairs to deal with school counselor program issues; (b) solicitation of involvement from ACES, ASCA, and AACD; (c) the formulation of strategies for the recruitment of school counselor students; (d) an increase in efforts to delete the teaching requirement for school counselors in all state certification standards; (e) fostering of attempts to improve relationships between counselor education programs and state departments of education; (f) a request, through resolution, that school counseling be the focus of SACES in 1986-87; (g) the provision of a Round Table Newsletter; (h) the continuation of networking through the 1986 SACES Convention; and, (i) the establishment of a SACES award for the "most innovative school counselor preparation program."

Finally, efforts were concentrated on the preparation of a resolution for presentation to the SACES business meeting. The resolution, which encompassed much of the content of the Round Table discussion, was unanimously adopted by the SACES membership on Tuesday, November 5, 1985. The text of the resolution is presented in Table 1.

Activities Following the Atlanta Meeting

AACD Foundation Grant

Securing the funds needed to finance the week-end conference requested in the resolution posed difficulties for the SACES President and the SACES budget. However, when information related to the AACD Foundation Grant program became available in December, 1985, President Thomas suggested that this might provide a funding source. After consultation with President Thomas, Dr. Cecil prepared and submitted a proposal for a grant to conduct a "think tank" workshop immediately prior to the 1986 SACES Convention in New Orleans. Letters of support were provided by both President Thomas

Table 1

Resolution Adopted by SACES Membership

Title: Potential Crisis in Preparation of School Counselors

WHEREAS, the current shortage of well-prepared elementary school counselors to fill new positions of employment, resulting from educational reform and impending legislation mandating school counselor positions, and

WHEREAS, counselor preparation programs are not presently preparing sufficient numbers of secondary counselors to fill positions vacated through retirements; and

WHEREAS, interests of counseling students and counseling faculties reflect shifts away from school counseling toward other areas of counseling, and

WHEREAS, the need exists to increase interaction between personnel from university counseling programs and schools; and

WHEREAS, historically, the job performance of school counselors has been overly influenced by external pressures, rather than through the manifestation of self-directed, proactive, and assertive approaches to program management, and

WHEREAS, counselor educators have been siphoned away from a primary interest in the preparation of school counselors; and

WHEREAS, these combined factors have served to produce an impending crisis in the recruitment, preparation, and potential placement of counselors in schools; and

WHEREAS, the heads of programs in counseling in the 14 state Southern Region of ACES are genuinely concerned with both the gravity and acuteness of this situation; and

WHEREAS, there exists no discernable evidence of concern with appropriate resolution of this crisis at the national level:

THEREFORE, BE IT RESOLVED, That the President of SACES be directed to initiate correspondence with the Presidents of AACD, ASCA, and ACES, and the Executive Director of AACD, to secure funds for a week-end conference in Atlanta–or some other centrally located, easily accessible Southern city–which will be focused on developing strategies for dealing with this crisis; and

BE IT FURTHER RESOLVED, That this be identified as a major priority of SACES planning for 1986-87, and

BE IT FURTHER RESOLVED, That a copy of this communication be sent to the Presidents of AACD, ASCA, and ACES, and the Executive Director of AACD: to state Commissioners of Education, to Chairpersons of the State Boards of Education, and to State Directors of Guidance in the Southern Region; and to all Governors of the 14 Southern states.

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and ACES President Vernon Sheeley. In May, 1986, SACES was awarded a $1000.00 grant to support the pre-convention workshop which was entitled, "Development of Strategies for the Preservation of School Counselor Preparation Programs."

ASCA Research Committee

As Chairperson of the 1986-87 ASCA Research Committee, Dr. Robert Comas expressed interest in involving ASCA in the project. Believing that the outcomes of the workshop would have significant implications for school counselors and for future directions assumed by ASCA, he included support for the project in the ASCA Committee Plan of Action. That support involved costs associated with the publication and dissemination of this monograph, and included, as well, the personal involvement of Dr. Comas in all phases of the project.

Round Table Newsletter

Acting on the suggestion made during the Atlanta open forum, a newsletter (Appendix B) was prepared during spring, 1986, and distributed to department heads of counselor preparation programs who were members of SACES.

Los Angeles Open Forum

Dr. Michele Thomas, SACES President, invited Round Table members to conduct an open forum on professional issues at the SACES business meeting held during the 1986 AACD Convention in Los Angeles. That invitation was accepted, and Round Table members, Fannie Cooley, Jim Morrow, Mark Meadows, and Jean Cecil led attendants in discussion.

The meeting provided participants with (a) feedback on the Atlanta meeting and subsequent activities, (b) the opportunity to continue the exchange of ideas that had begun in Atlanta, (c) an avenue for exploring interest and participation in Round Table activities, and (d) a time to discuss plans for continuing activity into fall, 1986, and the New Orleans SACES Convention.

The Pre-Conference Activities

Planning the Workshop

Soon after notification that the AACD Foundation Grant had been received, a letter seeking input into the planning process was mailed to members of the Round Table, and to persons who had been in attendance at the Atlanta meeting. Specific questions were posed concerning format, group size, need for a speaker or consultant, whether Round Table members were willing to function as small group leaders, and who should be invited to attend.

There was consensus among the group that participants should be limited to 20 or 30 persons and be composed primarily of counselor educators, and that the meeting structure should carry through the "think tank" format without outside speakers and/or consultants. Invitations were to be extended to the ASCA and ACES Presidents, as well as to persons in other significant positions of leadership. Institutions would be limited to a single representative, and that representative would prepare and submit an action plan prior to October 15 to be used as a basis for discussion. Each state department of education in the Southern Region was to be invited to send one representative. Small groups, with Round Table members functioning as group facilitators, was selected as the most appropriate way in which to conduct the workshop. Bob Comas and Mary Deck agreed to record all sessions.

Letters Inviting Participation

Letters of invitation (Appendix C) were extended to all counselor preparation programs with at least one faculty member affiliated with SACES, to the Chief Guidance Officer in the 14 state departments of education, to the Presidents of ACES, ASCA, SACES, and the Southern Regional Branch Assembly (SRBA), and to the Past-Presidents of SACES and ACES.

The letter detailed the restrictions described earlier, requested that prospective attendants submit an action plan, and encouraged participation in the workshop.

Action Plans

Persons who sought admission to the program submitted action plans. These varied in scope and detail, but all reflected genuine concern with the problem and effort to work toward solutions. In many instances, the action plan submitted had been prepared by an entire faculty functioning as a unit. The faculty member in attendance at the workshop served as a representative of his/her faculty.

The use of action plans served multiple purposes. Through the involvement of institutional faculties, as well as state department staffs and/or professional association executive committees, participation was extended beyond the actual number of persons attending the workshop. Additionally, the act of preparing an action plan focused participants' attention on the issue a month or so before the workshop date, so that time was available to them for thought and examination of the topic. Finally, copies of all action plans were distributed to group facilitators as a source of information to be used in preparation for their roles as workshop leaders.

Separate action plans are not included in this monograph. However, major themes have been identified and are summarized.

Research. Building a support base in research was considered important by a number of action plan authors. For lobbying efforts, public relations programs, and awareness activities within the profession, compilations of statistical evidence was viewed as persuasive. Most believed that a consolidation of available research studies would be sufficient; however, others wished to have established ongoing research studies that demonstrate that school counselors do make differences in areas such as student grade point averages, rates of retention and attendance, rates of behavior problem referrals, and others.

Additional topics identified as evidential avenues of inquiry were: (a) demographics on practicing counselors that suggest an impending shortage of school counselors; (b) studies of school counselor effectiveness; (c) data supporting decreased emphasis on school counselor preparation in programs of counselor preparation; (d) data supporting increased student enrollments in elementary and secondary schools; and (e) studies indicating widespread crises among teenagers (drug and alcohol abuse, single-parent families, adolescent suicide, teenage pregnancy, parental neglect) that imply increased and critical need for counseling services among children and adolescents.

Certification. Problems surrounding the certification of school counselors was viewed as a major issue. The requirement for a teaching credential and teaching experience, still imposed by a number of states, and the absence of a policy for reciprocity across states were seen as factors having contributed to the demise of interest, and, consequently, students in school counseling.

The substitution of a supervised internship for teaching experience, increased efforts directed toward the establishment of certification reciprocity for school counselors; adaption of national certification; the development of model certification programs; and certification standards based on counselor competencies were all suggested as probable solutions.

School counselor image. Opinions differed as to cause, but participants were united in their belief that the school counseling profession suffers from an image problem. Students, generally, are not interested in becoming school counselors.

This particular concern overlaps concern for public relations and recruitment, and suggestions for image improvement most often dealt with one or the other of these points. Included as proposed actions were: (a) development by ASCA of recruitment brochures on careers in school counseling; (b) increased awareness among counseling professionals to serve as role models by demonstrating positive attitudes toward counseling in school settings; (c) active recruitment of prospective school counselors from the ranks of teachers by school counselors, counselor supervisors, and counselor educators; (d) promotion of problem awareness through professional journal articles, model newspaper articles, and the establishment of an ACES interest network on school counseling, (e) promotion of image change through media presentations emphasizing counselor contributions to the educational process; (f) increased emphasis in preparation programs on teaching students public relations skills; (g) increased efforts directed toward educating administrators, teachers, parents, and others about the principles

and outcomes of school guidance programs; and (h) the development of consortia of institutional program faculties with interest in the promotion of school counseling.

Curriculum. Some plans dealt with curriculum revision, most often involving the lengthening of a 1-year academic program of preparation. Internships and expanded practicums were viewed as imperative for preparation programs. Concerns were expressed with developing appropriate internship and practicum sites, with training site supervisors, and with providing appropriate reward for that supervision.

Undergraduate counselor education programs, redefining the role and function of school counselors, the consolidation of counselor education programs, and using doctoral interns to train site-supervisors were suggestions made that related to this issue.

Professional association involvement. Participants considered the issue of preserving school counselor preparation programs to be serious enough to warrant increased involvement of ACES, ASCA, and AACD. Suggested actions included: (a) the preparation by ACES of a research monograph supporting effectiveness of school counselors and school counseling programs; (b) increased political activity by AACD seeking support for funding of school counseling programs, mandating counselors for elementary schools, and obtaining financial support for students interested in school counseling; (c) the development of a recruitment/career awareness brochure by ASCA that focuses on careers in school counseling and is suitable for distribution to high school students and college undergraduates; (d) the establishment of scholarship programs by ACES, ASCA, AACD, and state branches of AACD, either singularly or in combination, for educating school counselors and counselor educators interested in school counseling, and (e) the formation of an ACES interest network on school counseling.

Documents and formal papers. Two formal proposals for changes in state certification standards, and two formal referenced articles were submitted with action plans. Information concerning these appears in Appendix D.

The Workshop

The workshop, Development of Strategies for the Preservation of School Counselor Preparation Programs, was conducted on November 1, 1986, at the Clarion Hotel in New Orleans. For the major strategy building component, the nominal group method was selected as the meeting format. Participants were divided into three small groups, each of which had Round Table member co-leaders. Through a series of small group - large group activities, needs and suggested solutions were identified, discussed, and placed in priority categories. Finally, action plans were established as meeting outcomes.

Preliminary to forming the participant groups, a brief resume of the goals and activities of the Round Table, trends identified by Round Table members as presenting threat to counselor preparation programs, and a review of the major themes identified in the action plans were presented by Jean Cecil. As one additional source of information, participants grouped themselves by states represented and reached consensus concerning the identification of the major problem area related to school counselor preparation and/or school counseling in their particular state.

Table 2 outlines the format used for the day-long meeting. Participant groups are identified in Appendix E.

Table 2

Meeting Format/Agenda

Preliminary Activities

Summary of the goals and activities of the Round Table (1985-86): trends that pose threat to counselor preparation programs

Major themes identified in the action plans submitted by participants

Formation of state caucuses to identify major problems by state

Strategy Building Activities

Identification of problems, concerns, and needs
- Group 1
- Group 2
- Group 3

Needs priorities identification

Priority categories established

Suggested Solutions
- Group 1 priority: Recruitment
- Group 2 priority: Image
- Group 3 priority: Curriculum

Outcomes/action/strategies

Preliminary Activities

Preliminary activities, as developed prior to and during the workshop, are outlined below. These include: (a) trends identified at the Atlanta meeting as posing threat to counselor preparation programs; (b) a summary of action plan proposals; and (c) major concerns identified by state as a result of the state caucuses.

Trends that Pose Threat to School Counselor Preparation Programs

1. Reduced student interest in school counseling as a career choice.

2. Siphoning of counselor educators into non-school counselor preparation programs.

3. Scarcity of doctoral students preparing to teach school counseling related content.

4. Imposition of rigid certification standards by some state departments of education.

5. Obvious aging of the school counseling profession.

6. An already inadequate pool of well-qualified school counselors to fill vacant positions.

7. Inappropriate or inadequate administrative and supervisory (leadership) structures for counselors in many school systems.

Summary of Action Proposals

1. Lay groundwork for change in **research**: obtain **statistics** on role and function, **how** counselors make differences, the extent of the predicted shortage.

2. Improve **image** of school counseling profession; design and implement **public relations** programs; seek support; use information to **redefine** role and function and to influence changes in certification requirements.

3. Provide better **management** skills in both pre-service and in-service programs.

4. Consider **reciprocity** across states for licensure and certification.

5. Actively recruit minorities, particularly black males.

6. Develop model programs in supervision.

7. Consider development of undergraduate programs; substitution of internships for teaching experience; greater interdisciplinary cooperation.

8. Initiate systematic evaluation of local programs; use results to revise programs.

Major Concern by State

Alabama	Lack of strong leadership in state department of education; guidance has never received priority at the state level.
Arkansas	The political milieu; legislature mandating standards.
Georgia	Right wing extremist groups opposed to counseling, causing disruption and delay in progress.
Louisiana	Political funding does not meet need for counselors (i.e., only one area in state has elementary counselors).
Mississippi	Outdated texts and curricula which do not respond to needs of 80's.
North Carolina	Recruitment and retention of students, particularly at secondary level.
South Carolina	Quality of practicum and internship experiences do not focus on "counseling" skills.
Tennessee	Elementary counseling mandated but problem exists with funding and "hurry up" training needed to supply counselors.
Texas	Stronger preparation programs; recruitment rather than retraining.
Virginia	Combination of leadership problem at both state department level and in preparation programs.

Strategy Building Activities

The first strategy building session involved small group activities. The groups met for approximately 30 minutes in "brain-storming" sessions directed toward the identification of problems, concerns, and needs. Each small group presented its concerns to the total group. When all groups had reported the results of the brain-storming sessions, the total group established a needs priorities list. That list was further collapsed into three priority categories, and each small group selected one topic on which to focus its discussion on the development of solutions.

The results of the brain-storming sessions, as presented by group, and the priorities, as established by the total group, follow.

Identification of Problems, Concerns, and Needs

Group 1:

1. **Training/Education**
   a. Quality of training.
   b. Curriculum revision – textbooks, internships, practicums.
   c. Certification and accreditation standards.
   d. Full-time/part-time student issue.
   e. Lack of priority for university resources.
   f. Too many training programs.
2. **Professional Development**
   a. Weak state ACES organizations.
   b. Lack appropriate networking for new professionals.
   c. Need continuing professional development.
   d. Lack of interface between professional organizations.
3. **Roles**
   a. Role of state departments of education.
   b. Role of counselor – elementary and secondary.
4. **Recruitment**
   a. Lack of students interested in school counseling.
   b. How to attract students to school counseling programs.
   c. Retention in programs.
   d. Racial/gender balance – among trainers and trainees.
   e. Need replacements for retiring counselors.
   f. How can potential counselors be identified from among publics?

5. Climate

a. Allegiance of counselor educators to school counseling.

b. Local supervisors/administrators lack understanding of counselor roles.

c. Threat from special interest groups (banned textbooks, etc.).

d. Doctoral graduates not interested in school counseling.

e. Political mood: ignorance of/lack of commitment to process.

f. Need to build power base among community resources -- PTA, Education Association, mental health agencies.

g. Disparity between rural and urban resources.

Group 2

1. Helplessness -- isolation from decision making.

2. Counselor educators spread too thin -- many demands (e.g. agencies, boards).

3. Certification requirements.

4. Licensure requirements.

5. Image of school counselors.

6. Conflict in role definition.

7. Market reality - additional requirements do not correspond to payback.

8. Inadequate leadership in state departments -- absence of slots; inadequate training.

9. Recruitment of counselor educators.

10. Awareness of future shortages -- needs.

11. Shortage vs. standards.

12. Stack-on requirements.

13. Burn out.

14. Coping with changes.

15. Competing necessary functions in counselor roles (schools and counselor education).

16. Salaries for counselor educators create pressure for additional sources of income.

Group 3

1. Counselor preparation programs lack sufficient relevance to realities (best practices).

2. Insufficient information about "what" is needed or "where" to find out.

3. Lack of management skills: need emphasis in preparation and practice.

4. Lack of follow-through with graduates.

Needs Priorities

1. Assert political influence to improve state departments of education leadership.

2. Engage in curriculum revision.

3. Improve recruitment.

4. Provide better preparation for management of counseling programs.

5. Work to improve the image of, the climate for, and the attitude toward school counseling.

6. Engage in internal house-cleaning.

7. Be cognizant of the needs of society.

8. Prepare a comprehensive professional statement or position which emphasizes that guidance is not a "bad word."

9. Work on the quality of preparation programs, standards.

10. Collect empirical data to support positives - success models; focus on prevention (developmental programs).

11. Take responsibility for the profession.

Priority Categories

1. Recruitment

2. Image

3. Curriculum

When priority categories were established, each small group assumed responsibility for one category. Thus, as groups reassembled, each had a topic of major focus, and an assignment to develop ideas for solving problems, responding to concerns, and/or developing strategies that would promote the preservation of school counselor preparation programs.

The strategy-building sessions, although scheduled for an hour, lasted considerably longer. As had been done earlier, small groups reported back to the total group. Discussion was intense. Finally, four major outcomes, encompassing action by participants and others whom they hoped to influence, were formulated.

Suggested solutions, as identified by the small groups, are presented below.

Suggested Solutions

Priority 1: Recruitment

1. **Become involved with school counselors**

   a. Establish good relationships with school counselors and other professional groups.

   b. Assess needs for continuing education.

   c. Enable counselors to become assertive, to function as change-agents.

   d. Highlight successful school counseling programs.

   e. Encourage school counselors to develop plans for recruitment of school counselors.

   f. Promote peer-counselor programs in schools.

   g. In-service activities provided by counselor educators on request of counselors.

2. **Counselor educators assume responsibility for improvements**

   a. Increase the number of credit hours in preparation programs.

   b. Increase the quality of preparation programs.

   c. Counselor educators train in customer relations – PR: go "Madison Avenue."

   d. Select counselor educators with school counseling experience.

   e. Counselor education programs develop **planned** programs for recruitment.

   f. Present a planned program for potential students.

   g. Set aside teaching and research assistantships for school counselors.

   h. Develop recruitment literature.

   i. Counselor educators serve as role models for professionalism.

3. **Form alliances for cooperative activity**

   a. Establish liaisons with school systems and colleges for recruitment.

   b. Become involved in teacher education.

   c. Involve others (state departments of education) in recruitment.

   d. State SCA's fund school counseling scholarship.

   e. Share recruitment materials with other programs.

   f. Request national and state organizations to distribute information on needs.

   g. Develop a job bank.

   h. Promote counseling needs with LEA's.

4. Promote positive change to make profession more attractive to potential counselors

a. Lobby for master's level pay for teachers who hold the master's degree in school counseling.

b. Examine alternatives for teaching experience.

c. Engage in affirmative efforts for under-represented populations (males and minorities).

d. Promote enhanced certification standards that encourage continuing education.

e. Examine the relevance of training to practice.

f. Encourage professionalism through certification, licensure, etc.

g. Prepare radio/TV spots on counseling.

h. Make individual contacts with prospective student counselors.

i. "Truth in marketing" – "Be all that you can be in a place that really counts."

Priority 2: Image

1. Emphasize the job description process in training and in practice: "approving priorities" – spend more time on this – working within system.

2. State mandated curriculum in guidance and counseling; weekly schedule; program sequential, K-12.

3. Courses in guidance required in administration training and recommended (required or elective) in teacher training to provide understanding of role.

4. Publicize what counselors are doing.

5. Upbeat attitude and demeanor/ "professional" positive attractiveness.

6. Make use of technology (computers) to enhance effectiveness and image of both school counselors and counselor educators.

7. Community outreach – be seen in school, church, and community activities.

8. Resource Directory (Talent Bank) across South to use as speakers and consultants (make available to community groups).

9. Similar process to building practice, i.e. speaking in community.

10. In-service training with on-site supervisors who are school counselors working with practicum students.

11. Can't meet all expectations; set priorities; talk but refer to others; turn down functions.

12. Invite school principals and board members to "shadow" excellent counselor for a day – parents, too.

13. National Guidance Week – have newspaper article on what counselor does.

14. Collaborate with others and share credit.

15. Emphasize program development and program management skills in practicum.

16. "Grass roots" political action by professional associations to pass legislation and to affect organizations such as state departments – gubernatorial support/commissioner support – need administrative support, i.e., leadership; political theory in Counselor Education Doctoral Programs; access to governor and to personnel in state department.

17. "Testimonials of success cases."

Priority 3: Curriculum

1. Identify current problems of school counselors and base curriculum on problems.

2. Examine effective counselors and teach those skills.

3. Stress the "modeling" or "mentoring" style of instruction.

4. Important to build a base of understanding that includes diverse subcultures.

5. Change the system – "change it! beat it! stomp it flat!"

Outcomes

Four major action outcomes were formulated by participants, as follow.

1. The Workshop served to increase participants awareness of the critical need to initiate strategies to preserve school counseling preparation programs; to encourage interface between the ASCA and ACES Divisions; to exercise **personal** commitment in working for the strengthening of counselor preparation programs and the counselors who are products of those programs; and to **personally** employ and/or apply (within the year and beyond) as many Workshop suggestions as is possible.

2. Preliminary action was initiated to establish an active ASCA/ACES network for the identification and education of prospective school-oriented counselor educators. Persons identified and recommended by ASCA might be offered a fellowship or traineeship by an institutional counselor education program, a professional association, a foundation grant, or some other financial source.

3. Wider dissemination of high quality ASCA professional development materials was strongly encouraged. Through dissemination to counselor education programs and state departments of education, many of the ASCA materials could be made available to persons not presently associated with ASCA. This would publicize ASCA and its efforts, and the materials could more widely influence the development of school counseling programs.

4. Preliminary arrangements were made to schedule an ancillary meeting for the 1987 AACD Convention. Invited to attend will be "core" participants from the SACES Round Table Workshop and 5-10 professionally active ASCA members (selected by the current ASCA President). Prior to the meeting, materials from this Workshop will be processed, edited, and compiled into a list of suggested solutions. The ASCA President and/or her designee(s) will place the suggestions in priority order, as perceived by ASCA. Using this list and a similar one prepared by SACES Round Table participants, the ancillary meeting will be used to explore and develop joint plans of action to further address the preservation of school counselor preparation programs.

Workshop Follow-up

A preliminary report of the workshop activities was prepared and distributed to participants in late November. Dr. Nancy Scott, ACES President, was requested to schedule an ancillary meeting during the 1987 AACD convention that would provide Round Table members and Workshop participants the opportunity to engage in dialogue with active ASCA members (see outcome 4).

In preparation for devising a list of suggestions to be ranked by both Workshop participants and ASCA representatives, the full complement of audio-tapes used to record the New Orleans workshop were reviewed by Drs. Comas and Cecil. Little new material was added to that previously

presented. However, in some instances, a single topic had been discussed in all three groups, and the combination of those discussions across groups sometimes broadened, or changed slightly, the focus of the topic as it had been presented by a single group. Attempts to include combined opinion is evident in the second mailing to participants.

In early March, 1987, word was received that the ancillary meeting time had been provided. Consequently, a letter (Appendix F) was mailed to Workshop participants, Round Table members, the ASCA and ACES Presidents, the ACES President-Elect, and the ASCA Research Committee Chair advising them of this meeting. In addition, materials from the pre-convention workshop were compiled and edited to form five broad action strategies. These strategies were carefully developed with a comprehensive list of descriptors, based on participant contributions at the New Orleans meeting, and an accompanying rating sheet for placing topics in priority order.

A special letter of invitation was mailed to Dr. Patricia Ferris, ASCA President, along with the letter (Appendix F) and 10 copies of the rating form and accompanying material. She was requested to identify potential ASCA representatives to complete the rating form, and to encourage ASCA representation at the ancillary meeting.

The five action strategies, along with the descriptors for each, follow. The rating form is presented in Appendix G.

Recruitment programs for school counseling students need to be expanded, carefully planned and implemented, and ongoing.

- Counselor preparation programs develop planned programs of recruitment.

- Encourage school counselors to develop plans for recruitment of prospective school counselors.

- Promote peer counselor programs in schools.

- Present potential students a planned program of study.

- Counselor preparation programs consider "adopting" an undergraduate institution for recruitment purposes.

- Counselor education departments set aside teaching and research assistantships for school counseling oriented students.

- Work with professional associations (ASCA, ACES, AACD) to develop recruitment literature on careers in school counseling for distribution to school and college career centers, teacher education students, career day programs, etc.

- Establish liaisons with school systems, colleges, teacher education programs, and state departments of education for recruitment purposes.

- Encourage state SCA and/or ACES groups to fund scholarship(s) for prospective school counselors.

- Develop a job bank.

- Engage in affirmative efforts for underrepresented populations.

Efforts must be accelerated to influence state departments of education (instruction) to work with counseling professionals and professional associations in revising and systematizing state certification requirements for school counselors.

- Promote enhanced certification standards that provide for continuing education for school counselors.

- Develop alternatives for teaching experience.

- Raise certification standards for school counselors.

- Lobby for masters degree pay for teachers who hold the degree in school counseling.

- Encourage professionalization through NBCC certification, licensure, and graduation from CACREP accredited programs.

- Consider mandatory K-12 guidance and counseling curriculum for schools.

- Implement certification reciprocity across states.

Personal responsibility needs to be assumed by counselor educators for promoting positive change in their relationships with practicing school counselors.

- Establish and maintain continuous and open relationships with area and state school counselors, especially program graduates.

- Provide in-service activities for school counselors, on request.

- Hire counselor educators with school counseling experience.

- Serve as role models for professionalism.

- Promote counseling needs with LEAs.

- Engage in affirmative efforts to attract underrepresented populations (males and minorities) to school counseling.

- Encourage professionalization through certification and licensure.

- "Screen" prospective students.

- Make individual contacts with prospective student counselors.

- Maintain upbeat attitude and demeanor.

- Involve self as a visible leader in the community.

- Volunteer for speaking and consultant tasks (Talent Bank; Resource Directory).

- Get involved in "grass roots" political action.

- Conduct in-service training for on-site supervisors working with school counseling practicum students and interns.

- Mentor students and graduates.

- Build a base of understanding that includes diverse subcultures.

- Conduct and publish relevant school counseling research.

- Encourage required guidance course for school administrators.

Curriculum for educating school counselor needs to be carefully reviewed in relation to current needs of practicing school counselors, the needs of children and youth, preparation standards, ASCA role statements, etc., and revised or restructured accordingly.

- Assess needs for continuing education and provide curricular experiences that will assist practicing school counselors achieve currentness.

- Provide high quality programs; meet high standards of preparation.

- Examine the relevance of training to practice; make appropriate revisions.

- Maintain course sequence.

- Encourage full-time study.

- Emphasize management skills and practice in curriculum; teach school counselors how to plan, promote, and manage school guidance programs; how to communicate with administrators so as to establish appropriate counselor role and maintain appropriate guidance focus in program; establish program priorities.

- Examine (observe) effective counselors, identify skills, and teach these skills—models.

- Provide a curriculum that reflects cultural diversity.

Systematic, carefully developed, ongoing programs of public relations that present school counseling in a positive manner need to be implemented at local, state, and national levels and must be supported by the appropriate professional associations.

- Highlight successful school counseling programs.

- Go "Madison Avenue"; train counselor educators and counselors in customer relations; sell program.

- Promote need for school counselors in school systems.

- Request national and state associations to distribute (highlight) information about need for school counselors.

- Prepare radio/TV spots on school counseling (ASCA/Mary Jo Hannaford presently involved in this); encourage local "hot lines."

- Encourage "truth in marketing" in public relations efforts.

- Publicize exemplary guidance programs.

- Invite school administrators, board members, and parents to "shadow" an excellent counselor for a day.

- Provide newspaper articles during National Guidance Week.

- Encourage testimonials of success cases.

Survey/Results

Dr. Ferris distributed the rating forms and descriptive materials to the 10 major elected officers of ASCA. Six (60%) submitted ratings. Responses rating action strategies were received from 68% of the Workshop participants.

Rank order for the combined group was as follows:

1. Curriculum revision
2. Enhanced public relations programs
3. Increased efforts to influence state departments of education/certification
4. Assumption of personal responsibility for change
5. Expansion of recruitment programs.

The order did not vary for the ASCA representation, alone, except that entries 4 and 5 were tied.

Workshop participants assigned curriculum revision highest priority, followed by increased efforts to influence state departments of education/certification. The remaining three strategies, placed in descending order of importance, were responsibility, public relations, and recruitment, with very little variation among the three.

Ancillary Meeting

The ancillary meeting was held, as scheduled, during the AACD Convention. Schedule conflict prevented attendance by ASCA representatives, except for the Research Committee Chairperson. Workshop participants and Round Table members were well represented.

Results of the survey were discussed. General consensus was established that implementation of the preparation **Standards** used by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) is an appropriate beginning goal related to curriculum revision. Implementation of the internship experience of students; advocacy for state departments of education and regional accrediting associations to adopt CACREP requirements; and advocacy within professional associations to promote the use of the **Standards** by preparation programs were identified as appropriate activities. Alertness to good examples and model programs, and increased efforts to publicize both were encouraged.

Having completed two years of intensive study of the problem, the group reached the decision that the issue was of sufficient magnitude to be dealt with at the national level. Thus, as representatives of the Southern Region, letters will be mailed from SACES to the leadership of ACES, ASCA, and AACD requesting immediate involvement of those professional associations in efforts to preserve school counselor preparation programs. Where appropriate, copies of this monograph describing what must be a classic "grass-roots" effort will accompany the request.

Finally, a short announcement was prepared, and read by O. C. Hill, President-Elect of SACES, at the ACES Delegate Assembly on April 24, 1987. The text of that announcement follows:

> SACES wishes to bring to the attention of the ACES Delegate Assembly that the Southern ACES Round Table of Department Heads has used an AACD Foundation Grant to formulate ideas and concepts relative to the preservation of school counseling preparation programs, and a report of this activity, along with recommendations to the professional associations, is being prepared presently. Copies of this report will be made available to the President and Secretary of ACES through SACES.

Postscript

The SACES Round Table of Department Heads will continue to function, at least through the 1987-88 year. The earnest hope of the group members is that their work on this project will serve to significantly impact awareness and effort within the profession to intervene in the potential crisis impinging on school counselor preparation programs, and ultimately, on the school counseling profession.

Appendixes

Appendix A: Suggested Agenda Items
Round Table Meeting in Atlanta (1985)

1. CACREP accreditation.

2. Accreditation/licensure.

3. CACREP accreditation for 30-36 hour master programs.

4. CACREP accreditation.

5. Status of accreditation activities (CACREP; AAMFT; NCATE; etc.).

6. Movement toward CACREP standards.

7. Directions regarding accreditation-AACD or APA or both (Are we hurting ourselves?).

8. Accreditation issues; e.g. CACREP, CORE, AAMFT.

9. Certification. How much will the administration buy? What is the latest with CACREP and NCATE?

10. What is happening with school counseling? Are the counselors really becoming mental health specialists or are we kidding ourselves and our students?

11. Decline in enrollment or percentage of school counselors.

12. School counselor programs.

13. Strategies for handling the sudden increase in the demand for school counselors.

14. State licensure.

15. Supervision of masters level trained counselors for license/certification.

16. Reciprocal license/certification across states.

17. Surviving the 45-60 hour requirement with a small program and limited staff. (We still have 36 hrs., but require the equivalent of work for 45 hrs. For example, we give 3 hrs. credit for practicum but it involves 300 field placement plus 60 hrs. class time.).

18. Curriculum and semester hours required for the masters degree in counseling-school and clinical counseling degrees.

19. Practicum or internship placement and/or supervision.

20. Student recruitment/admissions.

21. Admissions criteria beyond GPA and GRE: how can we be objective and fair?

22. Just what prerequisites should be required to enter Counselor Education?

23. Increased enrollment-We have large classes for graduate level, we also teach 4 sections.

24. Organization/Government Issues in departments having both counselor education and counseling psychology programs (perhaps this would be done best in a sub-group of sub-departments).

25. Balancing governance and research requirements for faculty members.

26. Titles of master degrees offered in counseling i.e., M.Ed., M.A.T., M.A., Counselor Education, Clinical Counseling, School Counseling, etc.

27. Counseling programs involvement in the development and training of counselor supervisors and competency for the same.

28. Future direction in counselor education and supervision, need for leadership training, need for programs for personal renewal and professional development.

29. Counselor education programs limiting hiring to "psychologists."

30. Discussion of college and university reorganization patterns which impact counseling programs. Specifically, how are counseling programs maintaining identity and integrity in the face of widening assimilation into bigger and more global departments?

31. Preparing budgets-curriculum, etc.

32. Development of a system of sharing (a newsletter?) in which problems of chairs are identified and other chairs successful resolution of those problems could be shared. (It even helps me at times to be able to say "The University of X and the University of Y are already doing what we need to do.")

33. The job market for master's in counseling graduates.

34. What about faculty loads as it relates to grantsmanship? Where do the graduate students come from? What about enrollment shifts?

35. Directory of Southern ACES Department Heads with addresses and telephone numbers, plus listing of all masters and doctoral programs (needed if we are to have a network).

36. Need for our network to discuss role of our network vis-a-vis SACES and ACES. How can we provide feedback to ACES and then CACREP concerning revision of standards-Poll SACES Dept. Chairs?

37. Starting a counseling clinic in the School of Education.

38. What is the philosophical base or foundation of CE today?

39. Use of microcomputers.

40. Fundamental purpose of Counselor Education and SACES, development of long range plans for SACES-relation to ACES, need to impact ACES programs-how to?

41. What are some techniques that have been successful in "stroking" myopically focused "education" deans?

42. Research in Counselor Training, where is it?

Appendix B: Newsletter

Southern Association for Counselor Education and Supervision
Round Table of Department Heads

NEWSLETTER

Potential Crisis in Preparation of School Counselors

Meeting for the first time in Atlanta, the SACES Round Table of Department Heads proposed a resolution to the SACES membership. Unanimously adopted, the resolution was addressed to the potential crisis in the preparation of school counselors. The resolution text follows.

WHEREAS, the current shortage of well-prepared elementary school counselors to fill new positions of employment, resulting from educational reform and impending legislation mandating school counselor positions; and

WHEREAS, counselor preparation programs are not presently preparing sufficient numbers of secondary counselors to fill positions vacated through retirements; and

WHEREAS, interests of counseling students and counseling faculties reflect shifts away from school counseling toward other areas of counseling; and

WHEREAS, the need exists to increase interaction between personnel from university counseling programs and schools; and

WHEREAS, historically, the job performance of school counselors has been overly influenced by external pressures, rather than through the manifestation of self-directed, proactive, and assertive approaches to program management, and

WHEREAS, counselor educators have been siphoned away from a primary interest in the preparation of school counselors; and

WHEREAS, these combined factors have served to produce an impending crisis in the recruitment, preparation, and potential placement of counselors in schools; and

WHEREAS, the heads of programs in counseling in the 14 state Southern Region of ACES are genuinely concerned with both the gravity and acuteness of this situation; and

WHEREAS, there exists no discernable evidence of concern with appropriate resolution of this crisis at the national level;

THEREFORE, BE IT RESOLVED, That the President of SACES be directed to initiate correspondence with the Presidents of

AACD, ASCA, and ACES, and the Executive Director of AACD, to secure funds for a week-end conference in Atlanta - or some other centrally located, easily accessible Southern city- which will be focused on developing strategies for dealing with this crisis; and

BE IT FURTHER RESOLVED, That a copy of this communication be sent to the Presidents of AACD, ASCA, and ACES, and the Executive Director of AACD; to state Commissioners of Education, to Chairpersons of the State Boards of Education, and to State Directors of Guidance in the Southern Region; and to all Governors of the 14 Southern states.

Round Table to Conduct Convention Open Forum

Michele Thomas, SACES President, has invited the Round Table of Department Heads Interest Network to conduct an open forum on professional issues during the SACES business meeting at the Los Angeles Convention. Scheduled for April 21, from 4:00 p.m. until 5:00 p.m. in the Doheny Room at the Los Angeles Hilton, Round Table members hope to be able to continue the exchange of ideas begun at last fall's SACES meeting.

SACES members with interest in this activity are cordially invited to participate and are encouraged to invite persons from other ACES regions to attend and to join in the discussion. Feedback from activities initiated in response to the Atlanta meeting will be reported. Plans for continuing activity at the New Orleans SACES Convention in fall 1986 will be made.

Round Table of Department Heads Members

Fannie Cooley,
Tuskegee University
Robert Davis,
Memphis State University
Larry Grantham,
Western Carolina University
Mark E. Meadows,
Auburn University
Robert Pate,
University of Virginia
Richard (Pete) Smith,
Georgia State University
Jean Cecil, Chair,
The University of Alabama

Accreditation Intentions Surveyed

Results of the recent survey of the nation's counselor preparation programs with regard to their CACREP accreditation intentions will be reported at the Los Angeles AACD Convention. The survey form, which was distributed by the AACD Committee on Standards Review, attempted to assess the status of CACREP accreditation; institutions' reasons for seeking or rejecting accreditation; and the degree of satisfaction experienced by accredited programs with the use of the Standards as evaluative criteria.

The meeting is scheduled for Monday, April 21, from 2:30 p.m. until 3:45 p.m. in Santa Anita-B, Westin Bonaventure Hotel.

Wittmer Responds to Accreditation Concerns

Joe Wittmer, Executive Director of CACREP, was in attendance at the Round Table meeting in Atlanta where he graciously responded to participants' questions concerning CACREP accreditation. He discussed the status of CACREP's application to COPA; reiterated that the CACREP minimum semester-hour requirement for entry-level programs is 48; and, by mid-winter 1986, he estimated that 40 counselor education programs, several of which are quite small, will have been accredited.

In response to concerns expressed about potential drops in enrollment when semester/quarter hour program requirements are increased, Wittmer stated that the location of a program and the manner in which it is marketed appear to be the factors which most influence enrollment, as opposed to credit hour requirements. He commented, also, that teaching experience as a prerequisite for school counselor certification has been discontinued in all but 14 states.

Southern Region Department Heads Surveyed

Department Heads of counseling programs in the Southern ACES Region were surveyed in fall 1985 to determine agenda items for the open forum conducted by Round Table members. A wide range of suggested issues resulted, and these served as the basis for the Atlanta meeting.

Issues identified were broadly grouped and ranked as follows: (a) Accreditation and related issues; (b) Crisis in school counseling; (c) Admissions and recruitment; (d) Concerns related to joint programs with counseling psychology – governance, reorganization patterns, hiring practices; (e) Strategies for impacting upon ACES; (f) Concerns with licensure; and, (g) Future directions of, philosophy of, and purpose for counselor education.

Additional concerns included: finding techniques for "stroking" myopically focused "education" deans; need for research in counselor training; faculty loads; budget preparation; use of micro-computers; titles for masters' degrees; training of counselor supervisors; job market for masters' level graduates; need for additional opportunities for sharing ideas; need for a director of SACES Department Heads to facilitate networking; and eliciting techniques for starting a counseling clinic in a College of Education.

Efforts Made to Seek Funding for "Think Tank"

A proposal was prepared and submitted to the AACD Governing Board requesting funds to support a 1986 pre-SACES Convention "think tank" to develop strategies to prevent the demise of school counseling programs. Although the Atlanta resolution had requested such a meeting be held in spring 1986, a source of funding could not be identified.

As of April 7, no response to the proposal had been received.

This Newsletter has been prepared for distribution to Department Heads of counselor preparation programs who are members of SACES.

Jean Cecil, Editor
Genette Davis, Assistant Editor

P. O. Box 1216
The University of Alabama
University, Alabama 35486

Appendix C: Letter of Invitation

SOUTHERN ASSOCIATION
for
COUNSELOR EDUCATION AND SUPERVISION

MEMORANDUM

September 8, 1986

TO: Selected Counseling Program Department Heads in the Southern Region
Chief School Guidance Officers in Southern State Departments of Education

FROM: SACES Round Table of Department Heads
Jean Cecil, Chairperson

RE: SACES Pre-convention Workshop: Development of Strategies for the Preservation of School Counselor Preparation Programs

The AACD Foundation has awarded to SACES a grant to support a pre-convention "think-tank", strategy-building workshop to be held in conjunction with the SACES Convention in New Orleans. The workshop is an outgrowth of work begun in Fall 1985 by the SACES Round Table of Department Heads. This group has expressed deep concern regarding the future of school counseling preparation programs, citing a number of trends that, unless reversed, pose threat to the existance of the school counseling profession. These include: (a) reduced student interest in school counseling as a career choice; (b) siphoning of counselor educators into non-school counseling preparation programs; (c) scarcity of doctoral students preparing to teach school counseling related content; (d) imposition of rigid certification standards by some state departments of education, (e) obvious aging of the school counseling profession; (f) an already inadequate pool of well-qualified school counselors to fill vacant positions; and (g) inappropriate or inadequate administrative and supervisory (leadership) structures for counselors in many school systems.

In response to the aforementioned concerns, and others, the Round Table, supported by the Presidents of both ACES and SACES, was successful in attracting a grant to allow counselor educators and state supervisors the opportunity to attempt to develop strategies to intercede with these developments in the profession. That grant will be used to conduct a "think-tank" workshop at the Clarion Hotel in New Orleans on Saturday, November 1, 1986.

Because of the nature of the meeting, the necessity exists to keep the number of participants small. This invitation is being mailed to all counselor preparation programs in the Southern Region which have at least one faculty member affiliated with SACES, and to the chief guidance officer in each of the 14 State Departments of Education. Each institution will be limited to a **single representative**. In addition, participants are requested to submit an action proposal to me before October 15, 1986. The first 30 persons submitting completed applications will constitute the participant group.

There will be no charge to participants. The meeting is scheduled from 9:00 a.m. until 4:00 p.m. with lunch provided. Members of the Round Table will function as group facilitators. There will be no general speaker. The ASCA Research Committee has accepted responsibility for recording the dialogue, discussion, recommendations, etc., and together we shall prepare summary statements of the meeting.

We envision this as being a challenging and productive exchange of ideas that will result in new directions and strategies for the profession. Should you wish to be a part of this meeting, please complete the enclosed form, attach your proposed action statement or strategy for preserving school counselor preparation programs, and return it to be before October 15. Please remember that acceptance is dependent on your application being among the first 30 returned.

Should there be someone other than yourself that you would wish to represent you faculty or staff, that is entirely acceptable.

Appendix D: Formal Action Plans

Two action plans contained drafts of changes being proposed at the state level, one a counselor assessment instrument and the other a proposed revision of counselor certification standards. In addition, two formal papers were presented. These four documents are listed below, along with the name and address of the person(s) submitting them, should the reader desire additional information.

Mississippi Counselor Assessment Instrument
(Mississippi State Department of Education)

Dr. Ross Story
Box 3142
Delta State University
Cleveland, Mississippi 38733

Professional Counselor Certificate
(Proposal developed by Texas Education Agency Staff)

Mr. John Lucas
Director of Guidance
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Davis, R.E., & Craig, L. **Recruiting for school counselor preparation programs.**

Dr. Robert E. Davis
Department of Counseling and Personnel Services
Memphis State University
Memphis, Tennessee 38152

Sheely, V.L., & Jenkins, D.C. **Tomorrow's school counselors: Directions revealed for their education.**

Dr. Vernon Lee Sheeley
Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky 42101

Appendix E: Workshop Participant Groups

Group 1

Robert Davis, Co-Leader
Memphis State University

Jim Morrow, Co-Leader
Western Carolina University

Patricia Ferris
ASCA President

Don C. Locke
North Carolina State University

Margaret Z. Burggraf
University of South Carolina

Nils Carlson
University of Central Arkansas

Jean Cecil
The University of Alabama

Joe Rotter
ACES President-Elect

O. C. Hill
Georgia Department of Education

Group 2

Robert Pate, Co-Leader
University of Virginia

Fannie Cooley, Co-Leader
Tuskegee University

W. Ross Story
Delta State University

Kay Miller
Southeastern Louisiana University

Nadene Peterson
Our Lady of the Lake University

Nancy Scott
ACES President

Mark K. Albrittain
Maryland State Dept. of Education

Michele Thomas
Tennessee State University

Mary Deck
The University of Alabama

Group 3

Richard "Pete" Smith, Co-Leader
Georgia State University

Mark E. Meadows, Co-Leader
Auburn University

Courtland C. Lee
University of North Carolina
at Chapel Hill

Timothy Daly
University of Montevallo

Glenda T. Hubbard
Appalachian State University

Vernon Lee Sheeley
Western Kentucky University

John Lucas
Texas Education Agency

Jack L. Daniels
University of Southern Mississippi

Appendix F: Announcement of Ancillary Meeting

THE UNIVERSITY OF ALABAMA
College of Education

March 18, 1987

MEMORANDUM

TO: Participants in SACES Pre-Convention Workshop on Development of Strategies for the Preservation of School Counselor Preparation Programs

ASCA Representatives

SACES Round Table of Department Heads

FROM: Jean Cecil, Round Table Chair

RE: Ancillay meeting at AACD Convention

Recently, I received word that the ancillary meeting that Workshop participants had requested that I pursue with Dr. Nancy Scott, ACES President, has been scheduled for the AACD Convention. My assignment from the November conference was to process the suggested solutions made there, edit as necessary, and compile them into a list from which priority order could be established. That list is included in this packet. From your priority assignments, we shall select the topics to address in the ancillary meeting. Dr. Pat Ferris, ASCA President, (or her designees) will be requested to place suggestions in rank order as perceived by ASCA, as well. Using these results, the ancillary meeting will be used to explore and develop joint plans of action to further address the preservation of school counselor preparation programs.

Our November meeting dealt with three areas: (a) recruitment, (b) image, and (c) curriculum. As I worked with your host of suggested solutions, I invoked editorial license to group the solutions into five broad categories that I believe may bring into better focus our action plans. I hope that I have not distorted unnecessarily your contributions.

In the enclosed materials is a rating form. Please rank order the five categories (topics) in terms of their importance as action items for the ancillary meeting, and **return the rating form** to me as soon as possible. I shall tally your responses for our use in New Orleans. The enclosed yellow pages list the descriptors (suggested solutions) that you generated in November. These pages are for your use in deciding on rank order; you need not return the descriptors.

I hope that each of you will be able to attend the ancillary meeting, and that we can use the time to formulate some more specific plans of action. I look forward to your participation in the meeting and to our continuing dialogue on this important topic.

In your convention programs, the meeting will be billed as an **ancillary** meeting.

Title: SACES School Counseling Roundtable
Date: 4/23/87
Time: 2:00 - 3:30 p.m.
Hotel: Sheraton New Orleans
Room: Gallier House

See you in New Orleans!

Appendix G. Rating Form

Please rank in priority order, from the highest (1) to the lowest (5), the topics presented below. This ranking, by SACES Workshop participants and ASCA representatives, will provide focus for the ancillary meeting to be held during the AACD Convention.

Rank

_____ Recruitment programs for school counseling students need to be expanded, carefully planned and implemented, and ongoing.

_____ Efforts must be accelerated to influence state departments of education (instruction) to work with counseling professionals and professional associations in revising and systematizing state certification requirements for school counselors.

_____ Personal responsibility needs to be assumed by counselor educators for promoting positive change in their relationships with practicing school counselors.

_____ Curriculum for educating school counselors needs to be carefully reviewed in relation to current needs of practicing school counselors, the needs of children and youth, preparation **Standards**, ASCA role statements, etc., and revised or restructured accordingly.

_____ Systematic, carefully developed, ongoing programs of public relations that present school counseling in a positive manner need to be implemented at local, state, and national levels and must be supported by the appropriate professional associations.

Please return this form, at your very earliest convenience, to:

Jean Cecil
1707 - 25th Way East
Tuscaloosa, AL 35404